

ICT

The Information and Communications Technology (ICT) is perceived as a teaching and learning tool. It's mainly embedded in the curriculum, but it ensures the development of the ICT skills required in order to:

- provide opportunities to enhance authentic learning
- provide access to a broad range of sources of information
- provide students with a range of tools to store, organize and present their learning¹

This document consists of the following parts:

1. ICT at the Anglo: a description of the school's ICT vision, mission and philosophical objectives.
2. Scope and Sequence: this Scope and Sequence is described in terms of the IT skills, therefore it's not related to one particular unit of inquiry.
3. Vertical curriculum articulation: the set of strands, ICT topics related to each strand and the IT skills within each topic.

The skills used in this document are based on the Scottish Information and Communications Technology 5-14 National Guidelines².

¹ Taken from Making the PYP Happen, The role of ICT, p.43

² Learning and Teaching Scotland (2000). *Information and Communications Technology 5-14 National Guidelines*. Retrieved May 19, 2008 from http://www.ltscotland.org.uk/Images/guidelinesict_tcm4-122422.pdf

ICT AT THE ANGLO

The School's Strategic Technology plan defines the ICT vision, mission and philosophical objectives. These are stated below:

Vision

Our students will be responsible digital citizens who will learn effectively and live productively in a digital world.

Mission

To provide the learning opportunities, with the appropriate technologies and infrastructure, to enable the Anglo Colombiano Learning Community to achieve:

- Research and Information Fluency
- Effective Communication and Collaboration skills
- Expertise in the effective, confident and responsible use of technology.

Philosophical Objectives

- The students will have the skills required to use the latest web technologies to communicate globally and to work collaboratively.
- The learning community will be honest, fair and balanced in gathering, interpreting and expressing information for the benefit of others.
- Every member of the learning community will respect other users' information and systems infrastructures, will interact with others in a respectful and non-threatening way and will be accountable to their readers, listeners, viewers and to each other.

PYP SCOPE AND SEQUENCE

ICT scope and sequence 7 - 9 years		
Learning will include the development of the following concepts, skills and knowledge		Possible ICT learning outcomes and Resources and Resources
<p>Transdisciplinary theme</p> <p>All</p> <p>Key Concepts</p> <p>All concepts connected to the units of inquiry</p> <p>Related Concepts</p> <p>Technology All related concepts connected to the units of inquiry</p>	<p>ICT Strands:</p> <p><i>Using the Technology</i></p> <p>ICT Skills:</p> <p>Identify and use the buttons to Minimise, Maximise and Close windows. Identify and use BACKSPACE, DELETE, SPACE BAR, SHIFT, CAPS LOCK, ENTER. Identify and use the Task Bar to switch between two different programmes. Create a new document. Know the use of a 'username' and a password. Begin to save and retrieve work from a specific location: folders. Write an adequate filename. Cut, copy, and paste to transfer data, text or images. Use the right and left pointers to type the right and left parts of the keyboard adequately. Understand the importance of an adequate body posture when typing. Understand the difference between hunting and pecking and correct typing skills. Type the middle row keys (a, s, d, f, g, h, j, k, l, semicolon) using the appropriate finger position.</p>	<p>Learning Outcomes:</p> <p>Students can apply their ICT skills with a variety of programmes.</p> <p>Students can type the middle row correctly, showing an awareness of the hand and body position.</p> <p>Assessment:</p> <p>This unit is embedded in all the other units; therefore it's assessed within them.</p> <p>Resources:</p> <p>Touch Type All software used for every strand</p>

ICT scope and sequence 7 - 9 years		
Learning will include the development of the following concepts, skills and knowledge		Possible ICT learning outcomes and Resources
<p>Transdisciplinary theme</p> <p>All</p> <p>Key Concepts</p> <p>All concepts connected to the units of inquiry</p> <p>Related Concepts</p> <p>Technology All related concepts connected to the units of inquiry All concepts connected to the Language programme</p>	<p>ICT Strands:</p> <p><i>Creating and Presenting</i></p> <p>ICT Skills:</p> <p>Create, enter and amend one or more sentences. Use font options in the formatting toolbar: Alter font size, type, style, and colour. Begin using the drawing toolbar: autoshapes, WordArt, ClipArt. Select and use the appropriate tools from the toolbar to paint: brush, flood fill, spray, draw shapes, resize, and edit colours. Copy, paste and edit pictures. Begin using Microsoft PowerPoint's drawing toolbar and format shapes.</p>	<p>Learning Outcomes:</p> <p>Students can use Paint tools to create a simple map of the class. Students can design a poster about any topic related to the unit of inquiry. Students can communicate ideas and feelings through creative pieces of work. Students create a simple slide incorporating text, pictures and animation. Students can draw a family tree using PowerPoint's drawing toolbar. Students can represent an artistic movement using Paint tools. Students can design a brochure showing the most important facts learned through the unit of inquiry.</p> <p>Assessment:</p> <p>Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry/the Language programme. This rubric could be used as a tool for one of the learning outcomes' Summative assessment.</p> <p>Resources:</p> <p>MS Paint MS Publisher MS PowerPoint</p>

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Learning will include the development of the following concepts, skills and knowledge		Possible ICT learning outcomes and Resources
<p>Transdisciplinary theme</p> <p>All</p> <p>Key Concepts</p> <p>All concepts connected to the units of inquiry</p> <p>Related Concepts</p> <p>Technology All related concepts connected to the units of inquiry</p>	<p>ICT Strands:</p> <p><i>Searching and Researching</i></p> <p>ICT Skills:</p> <p>Use a web browser. Use a URL to access a website. Use hyperlinks to find information. Search for specific information using keywords and categories. Use a search engine to locate, understand and interpret information. Use a multimedia encyclopedia. Use a GPS utility to locate different places in a map.</p>	<p>Learning Outcomes:</p> <p>Students can use different electronic sources to look for specific information: multimedia encyclopedia, search engines, given website addresses. Students can use keywords and categories in order to look for specific information related to the unit of inquiry.</p> <p>Assessment:</p> <p>Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry. This rubric could be used as a tool for one of the learning outcomes' Summative assessment.</p> <p>Resources:</p> <p>Encarta Kids www.kidsclick.org www.surfnetkids.com www.askforkids.com www.awesomelibrary.com</p>

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Learning will include the development of the following concepts, skills and knowledge		Possible ICT learning outcomes and Resources
<p>Transdisciplinary theme</p> <p>All</p> <p>Key Concepts</p> <p>All concepts connected to the units of inquiry</p> <p>Related Concepts</p> <p>Technology Angles Shapes Basic Math operations All related concepts connected to the units of inquiry</p>	<p>ICT Strands:</p> <p><i>Controlling and Modelling</i></p> <p>ICT Skills:</p> <p>Control an external device by giving instructions in single steps, e.g floor turtle. Use FD, BK, RT, LT, PU,PD, REPEAT</p>	<p>Learning Outcomes:</p> <p>Students can use online simulation to represent real situations. Students can make a circuit using a virtual electricity lab. Students enter a sequence of instructions in order to draw squares/rectangles of different sizes. Students create a sequence of instructions that represent an interactive story/animation.</p> <p>Assessment:</p> <p>Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry/the Maths programme. This rubric could be used as a tool for one of the learning outcomes' Summative assessment.</p> <p>Resources:</p> <p>Virtual Electricity lab MicroWorlds Scratch</p>

ICT scope and sequence 7 - 9 years		
Learning will include the development of the following concepts, skills and knowledge		Possible ICT learning outcomes and Resources
Transdisciplinary theme	ICT Strands:	Learning Outcomes:
All	<i>Communicating and collaborating</i>	Students can express their ideas by writing collaboratively on a wiki.
Key Concepts	ICT Skills:	Assessment:
All concepts connected to the units of inquiry	Carry out simple shared activity: group communication. Take part in a group collaboration activity: wiki.	Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry/the Language programme. This rubric could be used as a tool for one of the learning outcomes' Summative assessment.
Related Concepts		Resources:
Technology All related concepts connected to the units of inquiry All concepts connected to the Language programme		www.wikispaces.com

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<p>Transdisciplinary theme</p> <p>All</p> <p>Key Concepts</p> <p>All concepts connected to the units of inquiry</p> <p>Related Concepts</p> <p>Technology All related concepts connected to the units of inquiry</p>	<p>ICT Strands:</p> <p><i>Developing informed attitudes in relation to ICT in society</i></p> <p>ICT Skills:</p> <p>Understand and explain the term Netiquette. Learn the dos and don'ts of good manners in cyberspace. Learn about networks and the network of networks - the Internet.</p>	<p>Learning Outcomes:</p> <p>Students show a respectful attitude towards their colleagues when collaborating on a wiki. Students respect others' ideas when collaborating on a wiki. Students save on the server.</p>
		<p>Assessment:</p> <p>Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry. This rubric could be used as a tool for one of the learning outcomes' Summative assessment.</p>
		<p>Resources:</p> <p>www.wikispaces.com All software used for every strand</p>

ICT scope and sequence 9 - 11 years		
Learning will include the development of the following concepts, skills and knowledge		Possible ICT learning outcomes and Resources
Transdisciplinary theme All Key Concepts All concepts connected to the units of inquiry Related Concepts Technology All related concepts connected to the units of inquiry	ICT Strands: <i>Using the Technology</i> ICT Skills: Save and retrieve work from a specific location: folders. Write an adequate filename. Cut, copy, and paste to transfer data, text or images. Create individual folders. Type the top row keys (q, w, e, r, t, y, u, I, o, p) using the appropriate finger position. Type the bottom row keys (z, x, c, v, b, n, m, comma, full stop) using the appropriate finger position.	Learning Outcomes: Students can apply their ICT knowledge with a variety of programmes. Students can type the middle row correctly, showing an awareness of the hand and body position. Assessment: This unit is embedded in all the other units; therefore it's assessed within them. Resources: Touch Type All software used for every strand

ICT scope and sequence 9 - 11 years		
Learning will include the development of the following concepts, skills and knowledge		Possible ICT learning outcomes and Resources
<p>Transdisciplinary theme</p> <p>All</p> <p>Key Concepts</p> <p>All concepts connected to the units of inquiry</p> <p>Related Concepts</p> <p>Technology All related concepts connected to the units of inquiry All concepts connected to the Language programme</p>	<p>ICT Strands:</p> <p><i>Creating and Presenting</i></p> <p>ICT Skills:</p> <p>Use font options in the formatting toolbar: Alter font size, type, style, and colour. Use the drawing toolbar: autoshapes, WordArt, ClipArt. Begin using the formatting toolbar: alignment, bold and cursive styles, line spacing, and column number. Use the Spellchecker and the thesaurus. Use ICT appropriately to communicate ideas through text and graphics. Edit and refine pictures using different tools: draw straight lines and perfect circles and squares. Copy, paste and edit pictures. Create and edit a document, e.g. report, newspaper, letter, calendar, using increasingly extended text-handling features. Create a document incorporating textual, graphical and statistical information. Design a multimedia presentation including sound, animation and action buttons. Begin creating a web page incorporating a wide range of multimedia features. Insert hyperlinks. Edit images: resize, change contrast, bright, etc. Insert images on a video software. Add titles, credits and effects.</p>	<p>Learning Outcomes:</p> <p>Students can write a report that shows the result of a guided research process and that evaluates the suitability and effectiveness of websites. Students can present their unit of inquiry's findings in the form of a brochure/webpage. Students can create a multimedia presentation. Students add hyperlinks to their multimedia presentation. Students show some awareness of their potential audience. Students can make a video out of still pictures.</p> <p>Assessment:</p> <p>Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry/the Language programme. This rubric could be used as a tool for one of the learning outcomes' Summative assessment.</p> <p>Resources:</p> <p>MS Word MS Publisher MS PowerPoint Movie Maker</p>

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<p>Transdisciplinary theme</p> <p>All</p> <p>Key Concepts</p> <p>All concepts connected to the units of inquiry</p> <p>Related Concepts</p> <p>Technology Data handling Basic Math operations All related concepts connected to the units of inquiry</p>	<p>ICT Strands:</p> <p><i>Collecting and Analysing</i></p> <p>ICT Skills:</p> <p>Enter data into a spreadsheet. Use a spreadsheet to generate bar/line graphs and pie charts. Use editing tools to alter the design of the graph. Interpret and analyse data in graphs. Begin using number format: decimal places, currency, etc. Begin using basic formulae: mathematical operations (+-*/), SUM, AVERAGE, MEDIAN, and MODE.</p>	<p>Learning Outcomes:</p> <p>Students can use previously collected data in order to generate a spreadsheet that includes bar/line/ graphs and tables. Students make pie charts showing relevant information related to the unit of inquiry.</p>
		<p>Assessment:</p> <p>Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry/the Maths programme. This rubric could be used as a tool for one of the learning outcomes' Summative assessment.</p>
		<p>Resources:</p> <p>MS Excel</p>

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Transdisciplinary theme All Key Concepts All concepts connected to the units of inquiry Related Concepts Technology Angles Shapes Basic Math operations All related concepts connected to the units of inquiry	ICT Strands: <i>Controlling and Modelling</i> ICT Skills: Use FD, BK, RT, LT, PU,PD, REPEAT. Read a set of instructions, predict the result and test their prediction. Write, name and save a simple procedure to carry out a task.	Learning Outcomes: Students design a tessellation by following a sequence of instructions. Students plan and design a procedure that draws any object. Students create a sequence of instructions that represent an interactive story/animation. Assessment: Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry/the Maths programme. This rubric could be used as a tool for one of the learning outcomes' Summative assessment. Resources: MicroWorlds Scratch

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Transdisciplinary theme	ICT Strands:	Learning Outcomes:
All	<i>Communicating and collaborating</i>	Students can express their ideas by writing collaboratively on a wiki.
Key Concepts	ICT Skills:	Assessment:
All concepts connected to the units of inquiry	Carry out simple shared activity: group communication. Take part in a group collaboration activity: wiki. Use Web 2.0 tools for sharing documents, photos, pictures, videos, etc.	Every piece of work should be part of a rubric that reflects the five essential elements acquired throughout the unit of inquiry/the Language programme. This rubric could be used as a tool for one of the learning outcomes' Summative assessment.
Related Concepts		Resources:
Technology All related concepts connected to the units of inquiry All concepts connected to the Language programme		www.wikispaces.com

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VERTICAL CURRICULUM ARTICULATION

STRAND	ICT TOPICS RELATED TO EACH STRAND
<i>1. Using the Technology</i>	File Management Typing skills
<i>2. Creating and Presenting</i>	Word Processing Graphics and Desktop Publishing Web Page design Image and Video edition
<i>3. Collecting and Analysing</i>	Spreadsheet Database
<i>4. Searching and Researching</i>	Search tools
<i>5. Controlling and Modelling</i>	Programming Simulation and Modelling
<i>6. Communicating and Collaborating</i>	Communicating Collaborating
<i>7. Developing informed attitudes in relation to ICT in Society</i>	Developing attitudes

The following are the descriptors used in the vertical curriculum:

Descriptors	I: Introduced
	R: Reinforced
	M: Mastered

COLEGIO ANGLO COLOMBIANO

1. USING THE TECHNOLOGY	PK	K	TR	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
File Management														
Use a mouse to point and click	I	R	R	M										
Start up/shut down the computer		I	R	M										
Start and close an application		I	R	M										
Find and open a programme		I	R	M										
Identify and use the buttons to Minimise, Maximise and Close windows			I	R	M									
Identify and use BACKSPACE, DELETE, SPACE BAR, SHIFT, CAPS LOCK, ENTER			I	R	M									
Identify and use the Task Bar to switch between two different programmes			I	R	M									
Create a new document			I	R	M									
Know the use of a 'username' and a password			I	R	M									
Save and retrieve work from a specific location: folders			I	R	R	M								
Understand the advantages of using a network: to centralise information, to share documents, etc.				I	R	R	R	R	M					
Write an adequate filename				I	R	R	M							
Cut, copy, and paste to transfer data, text or images				I	R	R	M							
Create individual folders						I	R	M						
Understand how a computer and its peripherals and software work together in simple terms							I	R	R	M				
Typing skills														
Use the right and left pointers to type the right and left parts of the keyboard adequately.			I	R	M									
Understand the importance of an adequate body posture when typing				I	R	R	M							
Understand the difference between hunting and pecking and correct typing skills				I	R	R	M							
Type the home keys (a, s, d, f, j, k, l, semicolon) using the appropriate finger position				I	R	M								
Type the middle row keys (a, s, d, f, g, h, j, k, l, semicolon) using the appropriate finger position				I	R	M								
Type the top row keys (q, w, e, r, t, y, u, I, o, p) using the appropriate finger position					I	R	R	M						
Type the bottom row keys (z, x, c, v, b, n, m, comma, full stop) using the appropriate finger position							I	R	M					

COLEGIO ANGLO COLOMBIANO

2. CREATING AND PRESENTING	PK	K	TR	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
Word Processing														
Identify text/words and know that they communicate information			I	R	M									
Understand that text/words come in different sizes, colours and styles			I	R	M									
Use a word bank to create simple sentences			I	R	M									
Create, enter and amend one or more sentences				I	R	M								
Use font options in the formatting toolbar: Alter font size, type, style, and colour				I	R	M								
Use the drawing toolbar: autoshapes, WordArt, ClipArt				I	R	M								
Use the formatting toolbar: alignment, line spacing, column number						I	R	M						
Use the Spellchecker and the thesaurus						I	R	M						
Use the Print Preview and Zoom options							I	R	M					
Use Page Setup options: set margins, modify paper orientation and size							I	R	M					
Create and edit a piece of text, e.g. menu, invitation, story, and print out work							I	R	M					
Use ICT appropriately to communicate ideas through text and graphics							I	R	M					
Use advanced Word Processing tools: mail merge, styles, table of contents, sections									I	R	M			
Graphics and Desktop Publishing														
Use stamps			I	R	M									
Select and use the appropriate tools from the toolbar: pen, brush, flood fill, spray			I	R	M									
Select and use the appropriate tools from the toolbar to draw squares and lines			I	R	M									
Select and use the appropriate tool from the toolbar to write and change the writing style			I	R	M									
Choose different brush/line sizes			I	R	M									
Select and edit colours from the palette			I	R	M									
Draw straight lines and perfect circles and squares				I	R	M								
Edit and refine pictures using different tools such as the eraser, and the zoom				I	R	M								
Copy, paste and edit pictures				I	R	M								
Select areas, copy, move, rotate and resize them				I	R	M								
Use layers, masks, selection tools									I	R	M			
Create and edit a document, e.g. report, newspaper, letter, calendar, using increasingly extended text-handling features					I	R	R	M						
Use the drawing toolbar and format shapes using Microsoft PowerPoint					I	R	M							
Create a simple slide incorporating text, pictures and animation						I	R	M						
Create a document incorporating textual, graphical and statistical information						I	R	M						
Design a multimedia presentation including sound and animation, which presents the user with clear information						I	R	R	R	M				
Use action buttons in order to add hyperlinks to their multimedia presentation						I	R	R	R	M				

COLEGIO ANGLO COLOMBIANO

2. CREATING AND PRESENTING	PK	K	TR	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
Web Page design														
Create a web page incorporating a wide range of multimedia features							I		I	R	R	M		
Insert hyperlinks							I		I	R	R	M		
Make layouts through the use of tables									I	R	R	M		
Image and Video edition														
Edit a still image: resize, change contrast, bright, etc.							I			R	R	M		
Insert images on a video editing software							I			R	R	M		
Add titles, credits and effects							I			R	R	M		
Edit video										I	R	M		
Divide image into layers: copy, paste and merge layers.										I	R	M		
Record audio for video editing software										I	R	M		
Compile a series of images and audio into a video file.										I	R	M		
Add effects to layer and specific parts of layers in image editing software.										I	R	M		

COLEGIO ANGLO COLOMBIANO

3. COLLECTING AND ANALYSING	PK	K	TR	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
Spreadsheet														
Use a pictogram to help answer simple questions					I	R	M							
Enter data into a spreadsheet						I	R	M						
Use a spreadsheet to generate bar/line graphs and pie charts						I	R	M						
Use editing tools to alter the design of the graph						I	R	M						
Interpret and analyse data in graphs						I	R	M						
Use number format: decimal places, currency, etc.							I	R	M					
Use basic formulae: mathematical operations (+, -, *, /), AVERAGE, SUM, MEDIAN, MODE.							I	R	M					
Model simple scenarios using spreadsheet								I	R	M				
Use advanced functions: logical, statistical, search								I	R	M				
Database														
Use simple predefined computer databases										I	R		M	M
Enter data into a predefined database										I	R		M	M
Browse records and produce a simple report with support										I	R		M	M
Understand the structure of a database										I	R		M	M
Interrogate a database										I	R		M	M
Create a simple database										I	R		M	M
Produce reports independently										I	R		M	M
Use database reports including searching and sorting										I	R		M	M
Collect appropriate information, enter it into a database and use the database to answer simple questions.										I	R		M	M
Analyse problems, implement and evaluate solutions using database and spreadsheet										I	R		M	M

COLEGIO ANGLO COLOMBIANO

4. SEARCHING AND RESEARCHING	PK	K	TR	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
Search tools														
Recognise that information is available electronically			I	R	M									
Use a web browser			I	R	M									
Use a web address (URL) to access a website			I	R	M									
Bookmark websites and access them			I	R	M									
Use hyperlinks to find information			I	R	M									
Use keywords to search for specific information			I	R	M									
Search for specific information using categories			I	R	M									
Search for specific information using advanced search: AND, OR, NOT, PHRASES						I	R	M						
Use a search engine to locate, understand and interpret information			I	R	M									
Use a multimedia encyclopedia				I	R	M								
Recognise and use the features that are important to understand the search results: title, description, URL				I	R	M								
Use a GPS utility to locate different places in a map.				I	R	M								
Make critical evaluation of websites and search engines						I	R	R	R	M				
Use a range of sources to check validity and recognise different viewpoints and impact of incorrect data						I	R	R	R	M				
Evaluate the suitability and effectiveness of different websites						I	R	R	R	M				

COLEGIO ANGLO COLOMBIANO

5. CONTROLLING AND MODELLING	PK	K	TR	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
Programming														
Recognise that machines and devices have to be controlled			I	R	M									
Control an external device by giving instructions in single steps, e.g. floor turtle			I	R	M									
Use FORWARD, RIGHT, LEFT, BACK, PD, PU, CG				I	R	R	M							
Use REPEAT					I	R	M							
Read a set of instructions, predict the result and test their prediction					I	R	M							
Write, name and save a simple procedure to carry out a task					I	R	M							
Plan a sequence of instructions to be executed by a device									I	R	M			
Be aware that computers can collect information about the environment through sensors, e.g. temperature, light, sound									I	R	M			
Control a device through a more complex sequence of instructions, e.g. ones containing a loop									I	R	M			
Use a computer to collect and process data from the environment									I	R	M			
Create a set of computer instructions to solve a problem									I	R	M			
Select appropriate input and output devices to solve problems									I	R	M			
Robotics									I	R	M			
Object oriented programming													I	R
Simulation and Modelling														
Understand that the computer can be used to represent real situations			I	R	M									
Use simple simulation/ adventure games				I	R	M								
Use more complex simulation/ adventure games requiring a higher level of decision making														
Be aware that computers can be used to simulate/ model real situations and be aware why they are used for this purpose, e.g. hazardous situations/ training											I	R		
Understanding how situations can be modelled with the computer												I		
Creating simple adventure games												I		
Using basic scripting language to insert programming into basic adventure games												I		

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6. COMMUNICATING AND COLLABORATING	PK	K	TR	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
Communicating														
Describe simple comparisons between phone/ fax/ e-mail					I	R	M							
Understand the difference between email and chat					I	R	M							
Make simple person-to-person communication, e.g. e-mail								I	R					
Manage their own electronic communications, e.g. managing a mailbox								I	R					
Be aware of, and describe, issues surrounding responsible use								I	R					
Record podcasts for communication									I					
Learn how to handle e-mail, messaging, texting, password-protected accounts and computer networks securely							I	R	M					
Collaborating														
Be aware of, and describe, issues surrounding responsible use					I	R	R	M						
Carry out simple shared activity, e.g. group communication					I	R	R	M						
Take part in a group collaboration activity, e.g. wiki					I	R	R	R	M					
Show awareness of appropriate style etiquette of conferencing									I	R	M			
Instigate/manage a group activity, e.g. electronic forum/ conference									I	R	M			
Understand and use different collaborative approaches, e.g. real-time/ without time constraints									I	R	M			
Create and use blogs and forums									I	R	M			
Use Web 2.0 tools for sharing documents, photos, pictures, videos, etc.						I	R	R	M					

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7. DEVELOPING INFORMED ATTITUDES IN RELATION TO ICT IN SOCIETY	PK	K	TR	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
Developing attitudes														
Understand and explain the term netiquette. Learn the dos and don'ts of good manners in cyberspace.					I	R	R	R	R	R	M	M		
Explore the concept of property and learn to use hardware, networks and intellectual property ethically.					I	R	R	R	R	R	M	M		
Appreciate the personal and societal benefits of ICT						I	R	R	R	R	M	M		
Become aware of the implications of the uses of ICT in different situations, e.g. the workplace, the home						I	R	R	R	R	M	M		
Appreciate the need for responsible use of ICT and the need to protect information, individuals and society from its misuse							I	R	R	R	M	M		
Appreciate when it is and is not appropriate to use ICT							I	R	R	R	M	M		
Understand and explain the impact of ICT in society											I	R	M	M
Understand and explain the social and ethical issues of the use of ICT											I	R	M	M
Consider the power and responsibilities of citizenship in cyberspace, including adherence to their school's Acceptable Use Policy.						I	R	R	R	R	M	M		
Explore the concept of Cyberspace and explain how it relates to the places they know.			I	I	R	R	R	R	M	M				
Learn about networks and the network of networks – the Internet.					I	I	R	R	R	M	M			
Predict how new communications technologies will affect people in the future.								I	R	R	M	M		